



# Cardiff High School

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# UCAS

## UCAS/Personal Statement Information Booklet 2024 Entry

Name:

Form:



Dear Student,

Congratulations on making the decision to apply to University. Throughout your remaining time at Cardiff High you will be given lots of support on the application process, but it is absolutely vital that you do your own research into the universities, courses and their requirements. The sooner you do this the better!

This booklet is designed to help you to understand the UCAS process, right from the “how to register” through to what to do on results day. The most useful website that we would recommend is UCAS itself: **[www.ucas.com](http://www.ucas.com)** as it has video clips and examples of personal statements. However, if you need have any questions please come and ask a member of the Achievement Team within Ty Celyn.

Oxbridge, Medical, Vets and Dentistry students there is separate booklet for you as the process is slightly different, but the information in here is still very relevant.

Good Luck!

Mrs. K. Dilks  
Head of Upper School

Mrs. N. Pyart  
UCAS Support Officer

## OUTLINE OF THE CARDIFF HIGH APPLICATION PROCESS

Below is a rough outline of what you should be doing at the very latest of when it should be done!  
Most students have their applications written and sent by October half term.

**June 2023:** Launch of UCAS (Advice on starting UCAS form and writing Personal Statement)

**Before the Summer:** Researching Universities, attending Open Days, extending the super-curricular, starting prep work on personal statement, register with UCAS using the buzzword: **MARUSZA24**

**September – October:** work on personal statement, discuss with teachers what your predicted grades are, look at courses that fit with your predicted grades, meet with referee.

**By October Half Term:** Meet with referee, personal statement checked at least once, up loaded information and completed the administration part of the UCAS form

**November – December:** Final checks made, pay and send complete and awaiting feedback from the Universities.

## IMPORTANT DATES AND DEADLINES

For the vast majority of the applicants the following deadlines will apply:

| DATE   | INTERNAL / EXTERNAL | ACTIVITY   |
|--|---------------------|--|
| 16 <sup>th</sup> May 2023  | External            | UCAS Account creation opens  |
| 23 <sup>rd</sup> June 2023   | Internal            | Everyone has registered onto UCAS  |
| 5 <sup>th</sup> September 2023   | External            | Completed undergraduate applications can be submitted to UCAS.                             |
| <b>During this period, you must meet with your UCAS referee at least once!!!</b> |                     |  |
| 20 <sup>th</sup> November 2023   | Internal            | Internal Deadline All Applicants   |
| 31 <sup>st</sup> January 2024  | External – 6pm      | UCAS Deadline All Applicants   |
| <b>The waiting game.....</b>   |                     |  |
| 29 <sup>th</sup> May 2024  | External            | If you receive all decisions by 1 <sup>st</sup> May, reply with Firm and Insurance choices |

▪ **CONSERVATOIRE APPLICANTS**

| DATE                            | INTERNAL / EXTERNAL | ACTIVITY   |
|---------------------------------|---------------------|--|
| 11 <sup>th</sup> September 2023 | Internal            | Internal Deadline for Music Conservatoire Applications   |
| 2 <sup>nd</sup> October 2023    | External – 6pm      | Closing date for conservatoires music applications.  |
| 1 <sup>st</sup> February        | External            | If you receive all decisions by 3 <sup>rd</sup> January, reply with Firm and Insurance choices |
| 5 <sup>th</sup> June            | External            | If you receive all decisions by 15 <sup>th</sup> May, reply with Firm and Insurance choices    |

▪ **OXFORD/CAMBRIDGE APPLICANTS**

| DATE   | INTERNAL / EXTERNAL | ACTIVITY  |
|--|---------------------|---|
| 18 <sup>th</sup> September 2023  | Internal            | Deadline for first draft of personal statements |
| *** Please see Oxbridge Booklet for more details about the assessment tests you may need to take *** |                     |   |
| 16 <sup>th</sup> Oct 2023  | External – 6pm      | UCAS Deadline for Oxbridge                      |

▪ **MEDICINE/DENTISTRY/VETERINARY APPLICANTS**

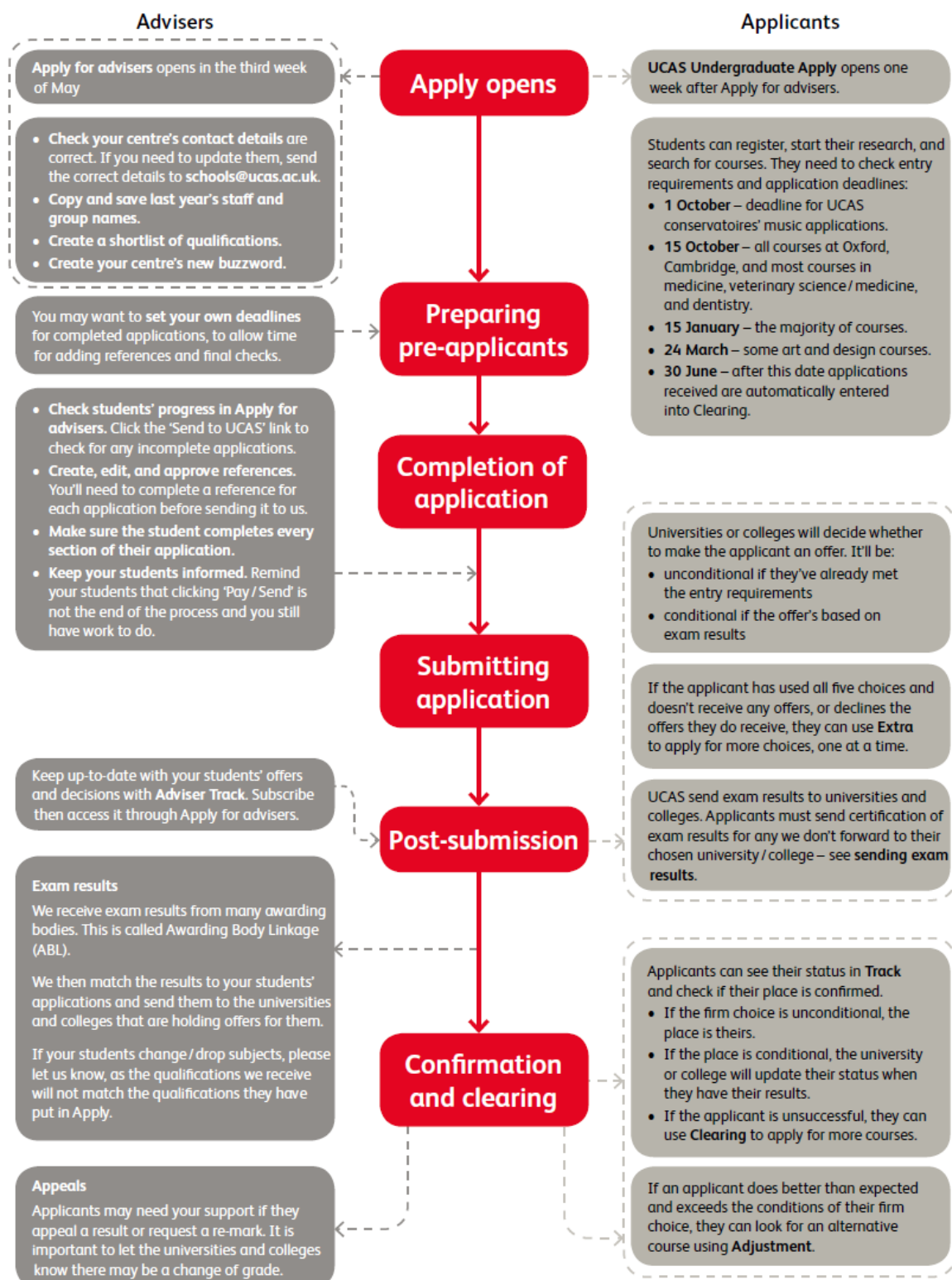
If you need to take the UCAT:

| DATE                            | INTERNAL / EXTERNAL | ACTIVITY  |
|---------------------------------|---------------------|---|
| 20 <sup>th</sup> June 2023      | External            | UCAT booking opens  |
| 10 <sup>th</sup> July 2023      | External            | UCAT Testing starts   |
| 18 <sup>th</sup> September 2023 | Internal            | Deadline for first draft of personal statements   |
| 21 <sup>st</sup> September 2023 | External – 12 noon  | Booking deadline for UCAT - IF YOU DO NOT REGISTER BY THIS DATE YOU CANNOT SIT THE UCAT TEST 2023 |
| 28 <sup>th</sup> September 2023 | External            | Last test day for UCAT  |
| 16 <sup>th</sup> Oct 2023       | External – 6pm      | UCAS Deadline for Medicine, Veterinary Medicine/Science and Dentistry                             |

If you need to take the BMAT:

| DATE                            | INTERNAL / EXTERNAL | ACTIVITY  |
|---------------------------------|---------------------|---|
| 1 <sup>st</sup> September 2023  | External            | Registration opens for BMAT   |
| 18 <sup>th</sup> September 2023 | Internal            | Deadline for first draft of personal statements                       |
| 29 <sup>th</sup> September 2023 | External – 6pm      | Closing Date to register for BMAT                                     |
| 16 <sup>th</sup> Oct 2023       | External            | Test Date for BMAT  |
| 16 <sup>th</sup> Oct 2023       | External – 6pm      | UCAS Deadline for Medicine, Veterinary Medicine/Science and Dentistry |

## Journey of an application



## **DEFERRED ENTRY**

If you decide to delay your Higher Education studies, you can still apply now and defer your start date by a year.

This way you can get your results confirmed and hopefully receive an unconditional offer for the following year.

It is important to note though that not all courses accept a deferred entry so please check with the university or college that they are happy to consider an application for deferred entry – otherwise your choice might be wasted.

Make sure you are sure about the course though, because if you secure a place you will be committed to it and could only be released from the course if the course provider agrees to let you.

## **SCHOLARSHIP EXAMS AND ADDITIONAL TESTS**

Please note that some courses will require you to sit an additional test as part of your application (BMAT, UCAT, HAT etc.).

It is your responsibility to enter yourself for these tests by personal arrangement with the exams officer.

Should you need to sit an additional test, the UCAS form will highlight the test you need to sit.

Scholarship examinations are arranged by personal contact between applicants, universities and the exams officer.

## RESEARCHING THE AVAILABLE COURSES

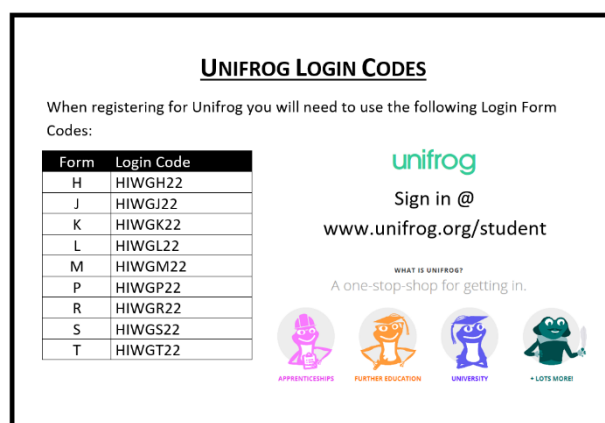
Choosing a course is a very personal thing and what is right for one person may not be for another. Below is general advice on how to select the relevant course for you, but it is really important that you are aware of what your predicted grades are whilst doing this.

There are three main sources of on-line information to access when looking at the courses:

### 1. Unifrog – [www.unifrog.org](http://www.unifrog.org)

Cardiff High School have signed up to Unifrog in order to help you with your progression decisions. Unifrog provides impartial advice about further education, apprenticeships and university.

Use the details opposite to enrol if you have not done so already.



**UNIFROG LOGIN CODES**

When registering for Unifrog you will need to use the following Login Form Codes:

| Form | Login Code |
|------|------------|
| H    | HIWGH22    |
| J    | HIWGH22    |
| K    | HIWGH22    |
| L    | HIWGL22    |
| M    | HIWGM22    |
| P    | HIWGP22    |
| R    | HIWGR22    |
| S    | HIWGS22    |
| T    | HIWGT22    |

unifrog  
Sign in @  
[www.unifrog.org/student](http://www.unifrog.org/student)

WHAT IS UNIFROG?  
A one-stop-shop for getting in.

APPRENTICESHIPS FURTHER EDUCATION UNIVERSITY + LOTS MORE!

My Unifrog Username

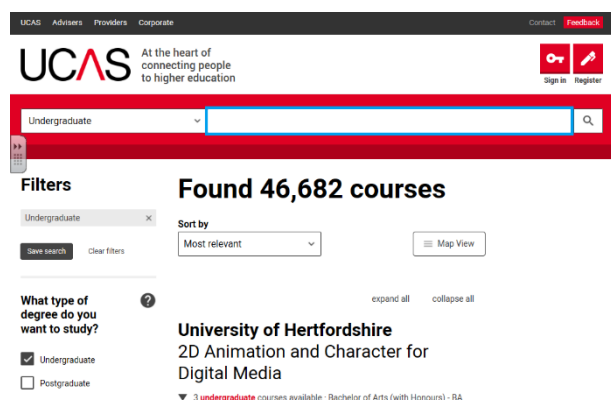
My Unifrog Password

### 2. UCAS – [www.ucas.com](http://www.ucas.com)

For most students this website is the first source of information they consult. The website gives a range of information about each institution in the UCAS system, such as student numbers, entry requirements etc.

To search for a course visit:

<http://search.ucas.com/>



UCAS At the heart of connecting people to higher education

Undergraduate

Filters Found 46,682 courses

Sort by Most relevant Map View

What type of degree do you want to study?

☒ Undergraduate ☐ Postgraduate

University of Hertfordshire  
2D Animation and Character for Digital Media

3 undergraduate courses available: Bachelor of Arts (with Honours) - BA

Where you will find this screen and just enter the subject/course that you want to look at.

### 3. University Websites and Prospectuses

For a more detailed look at the courses try visiting the websites of the universities themselves. They will have more specific details on what the courses are like, the amount of support you are given, accommodation etc.

Some universities will also send out prospectuses, when school receives them, we will place them in Ty Celyn.

We would also recommend that you look at the websites below as they contain detailed advice about universities and their rankings:

<http://university.which.co.uk/>



**However, the best way to see if you like a university is to visit it on their Open Days or on Taster courses.** Again once we have information on these days they are displayed on the noticeboards but you could also use the following website to plan out your visits:

<http://www.opendays.com/>

### UCAS TARIFF POINTS EXPLAINED

UCAS Tariff points are used by some universities and colleges to set their entry requirements and to make offers. Currently, one third of courses in the UCAS search tool have a Tariff entry requirement.

Instead of asking for grades, a university might express the offer as a number of points. To help understand how many points a qualification is worth, UCAS has a Tariff calculator that you can use.

<https://www.ucas.com/ucas/undergraduate/getting-started/entry-requirements/tariff/calculator>

This table shows the new Tariff points for qualifications studied at Cardiff High.

If a course requires 152 points this equates to grades A\*AA.

If a course requires 136 points this equates to grades AAB.

If a course requires 112 points this equates to grades BBC.

| Welsh Baccalaureate Advanced Skills Challenge Certificate | AS level | A level | New Tariff points |
|---|----------|---------|-------------------|
| A*  |          | A*      | 56                |
| A   |          | A       | 48                |
| B   |          | B       | 40                |
| C   |          | C       | 32                |
|   |          |         | 28                |
| D   |          | D       | 24                |
|   | A        |         | 20                |
| E   | B        | E       | 16                |
|   | C        |         | 12                |
|   | D        |         | 10                |
|   |          |         | 8                 |
|   | E        |         | 6                 |



## THINGS TO CONSIDER WHEN CHOOSING A COURSE

There are lots of things to consider when choosing your course such as:

- **Subject** – What do you see yourself studying? What are the job prospects like from this subject?
- **Type of course** – Will you combine two subjects to do a joint honours? Could you do a sandwich course?
- **Course structure** – How is the course set out? Is it module and assignments? Three terms or two semesters? Is there an opportunity to study abroad?
- **Entrance Requirements** – What are the entry requirements? Do they fit with your predicted grades? Have you selected a course with a lower entry as an insurance option?

But also, when choosing your University or College you may want to consider:

- **The type of Institution** – Are you looking for a campus style university? Or would a city-based university be better for you?
- **Size of the Institution** – How big is the university? Would you prefer a smaller community or a larger group?
- **Accommodation** – Will you select halls, catered or would you opt for self-catering?
- **Distance from Home** – Have you considered how far away from home you want to be?
- **Social side** – This should not be the reason you choose a university, but it is important to have

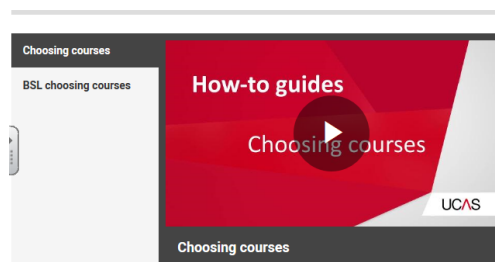
We would recommend looking UCAS advice on choosing a university as it gives greater guidance and advice:

<https://www.ucas.com/ucas/undergraduate/choosing-course/how-choose-between-similar-courses-and-unis>

### How to choose between undergraduate courses and unis

With so many courses and many similar ones out there, find out more about comparing them and choosing the right one for you.

Relevant to **Undergraduate**



#### You may also like to read

- [UCAS Undergraduate: what to study](#)
- [Choosing an undergraduate course](#)
- [Events and open days](#)
- [Virtual tours](#)
- [Know your rights!](#)
- [The Teaching Excellence Framework \(TEF\)](#)

#### Related topics

[Applying](#) [Getting started](#)

Advertisement



This website compares higher education course data in the UK and includes useful information on college satisfaction scores, jobs, salaries after study as well as other relevant information to help you make the right choices.

How would you like to

I have a course in mind and want to search for it:


Law

at:

University of Bristol

Search


I want to answer 4 questions to find courses relevant to me



You can Search by entering the course and location or by University.

## What you need to know about earnings data

- Labour markets change
- Salaries vary across regions in the UK
- There are lots of factors that affect graduates' earnings

[Read more about employment and earnings information](#) 

## Earnings 6 months after the course

**£22,000**

is the average earnings for all courses in Law after 6 months from the **University of Bristol**  
The typical salary range is:  
**£18,000 - £27,000 \***

**£21,000**

is the average earnings for all courses in Law after 6 months from the **across the UK**  
The typical salary range is:  
**£18,000 - £25,000**

View all the tabs – this tab shows the expected salary once you have graduated.

## REGISTERING ON UCAS 2024 ENTRY – A STEP-BY-STEP GUIDE

Below is a step-by-step guide to registering with UCAS:

- Enter into your browser [www.ucas.com](http://www.ucas.com)
- Click on “Sign In” (*top right of screen*)
- Click “Students”
- Click “Undergraduate”
- Click “**2024 Entry Apply**”
- Click “Register”
- Click “Next”
- Tick box to accept Terms & Conditions
- Click “Next”
- Enter Personal details go through the screens clicking on next.
- Create password and complete 4 security questions (remember to make a record of the answers)
- The next screen will show your user name (make a note of this for future use)
- Click on log in
- Log in using the username and password that you have just created. (you will use these every time you need to access your application form)
- Please select the option through my school/college
- Enter the buzzword **MARUSZA24**
- Click Next
- The school name & address will appear on the screen, select Yes
- Click Next
- Please select your form group from the drop-down list
- Click next
- Your personal ID number will be displayed. (Please make a note of it as it is needed if you call the customer contact centre at UCAS).
- Verify your email address - Please click on the link, you should have been sent a verification code via the email you have entered on a previous screen.
- Click verify email
- Click to return to the Welcome Page
- **Well done!** You have now registered for UCAS apply 2024.
- You can now start completing your UCAS application form.

|                  |  |
|------------------|--|
| My UCAS User ID  |  |
| My UCAS Password |  |

You are now able to log on to your UCAS application form at any time to complete sections in any order you wish.

If you have any problems registering please see Mrs. E. Jones in the Sixth Form Office or Mrs. N. Pyart.

## COMMON INPUT ERRORS

This section gives instructions on the most common input errors and how they **should be** entered on your UCAS application.

When you pay and send the application it is received by Mrs Jones in the Sixth Form Office. Your application will be checked and returned to you if there are any errors, please check your emails regularly for this reason. When the application is sent to UCAS you will get email confirmation.

### Personal Details Section

|                              |                    |          |   |
|------------------------------|--------------------|----------|---|
| Nationality*                 | UK national        | see list | ? |
| Dual nationality             |                    | see list | ? |
| Area of permanent residence* |                    | see list | ? |
| Residential category*        | UK Citizen - Wales | see list | ? |

Please ensure you enter the correct Nationality and Residential category if entered incorrectly this may result in having to send proof of your nationality or emailing/calling if submitted to UCAS.

### Student support

|                              |  |            |
|------------------------------|--|------------|
| Fee code*                    | 02 UK, Chl, IoM or EU student finance services   | ?          |
| Student support arrangements | (This field is only available if you select fee code '02 UK, Chl, IoM or EU student finance services') |            |
|                              |  | see list ? |

|  |  |
|--|--|
| Student support  |  |
| Fee code   | 02 UK, Chl, IoM or EU student finance services |
| Student support arrangements   | Cardiff  |
| Have you ever lived or worked in the EU (excluding the UK), European Economic Area (EEA) or Switzerland?           | No   |
| Do you have a parent, step parent, spouse or civil partner who is an EU (excluding the UK), EEA or Swiss national? | No   |

Fee Code—enter:

- 01 for privately financing your education
- 02 for student finance if submitted

## Education Section

When you click on the education section the screen below will appear these are the qualifications taught in school which you will need to enter. You may have other qualifications that are not listed, in this case type them in the search box.

Welcome > Education > Choose qualification

---

Please search for the qualification title, eg 'A level' and **not** the subject, eg 'chemistry'.

Overseas qualifications will be listed alphabetically under the name of the country they were taken in.

Search:

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Or select from the popular qualifications listed below

Popular qualifications

- [GCE Advanced Level](#)
- [GCE Advanced Subsidiary](#)
- [GCSE \(Grade: A\\*-G\)](#)
- [Welsh Baccalaureate Advanced Skills Challenge Certificate](#)

We have listed the most popular courses here, so you don't need to search just click on the hyper link.

As you enter your qualifications this is how they should look below:

> add new school/college/centre

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|  |         |         |   |          |
|--|---------|---------|---|----------|
| <b>Cardiff High School, Cardiff</b> (68729, 09/2010 - 08/2017, FT) |         |         |   | > edit   |
| <b>GCE Advanced Level</b>  |         |         |   | > remove |
| <a href="#">Chemistry</a>  | 06/2017 | WJEC    | <div>←</div> <p>The subjects entered at A2 all have pending grades</p>  |          |
| <a href="#">Economics</a>  | 06/2017 | WJEC    |   |          |
| <a href="#">French</a>   | 06/2017 | WJEC    |   |          |
| > add GCE Advanced Level   |         |         |   |          |
| <b>GCE Advanced Subsidiary</b>                                     |         |         |   |          |
| <a href="#">Chemistry</a>  | A       | 06/2016 | <div>←</div> <p>Enter all you subjects achieved at AS with grades at even if you achieved a U grade</p>   |          |
| <a href="#">Economics</a>  | A       | 06/2016 |   |          |
| <a href="#">French</a>   | A       | 06/2016 |   |          |
| <a href="#">Sociology</a>  | C       | 06/2016 |   |          |
| > add GCE Advanced Subsidiary                                      |         |         |   |          |
| <b>GCSE (Grade: A*-G)</b>  |         |         |   |          |
| <a href="#">Additional Science</a>                                 | A       | 06/2015 | <div>←</div> <p>If you took Double Award Science at GCSE this is how you need to enter them, for triple award enter the subjects individually</p> |          |
| <a href="#">Science</a>  | C       | 06/2014 |   |          |
| > add GCSE (Grade: A*-G)   |         |         |   |          |
| <b>Welsh Baccalaureate Advanced Skills Challenge Certificate</b>   |         |         |   |          |
| <a href="#">Welsh Baccalaureate Advanced Skills Challenge</a>      | 08/2017 | WJEC    |   |          |
| > add qualifications   |         |         |   |          |

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Please state the highest level of qualification you expect to have before you start your course\*

☐ section completed

Welcome
Personal details
Choices
Education
Employment
Statement
View all details
Pay/Send
Help
Options/Opsynau

**Key**  
☒ Completed  
☐ In progress  
☐ Not started  
☐ Help

Welcome > Education > Enter Welsh Baccalaureate Advanced Skills Challenge Certificate

### Welsh Baccalaureate Advanced Skills Challenge Certificate

Please enter details below, using the 'other' boxes only where the applicable option cannot be found in the lists provided.

Qualification date\*
August
2017
?

Awarding organisation\*
WJEC
(other)
?

Grade\*
Pending
(other)
?

#### Module / unit 1

Subject
Please select...
(other)
?

Grade
Please select...
(other)
?

#### Module / unit 2

Subject
Please select...
(other)
?

Grade
Please select...
(other)
?

#### Module / unit 3

Please **DO NOT** enter any modules under Welsh Baccalaureate Skills Challenge Certificate leave them blank and just enter the information as shown above.

#### ☒ Education

Cardiff High School, Cardiff (68729, 09/2014 - 06/2016, FT)

#### GCE Advanced Level

|                  |         |     |
|------------------|---------|-----|
| Chemistry        | 08/2016 | AQA |
| Chemistry Unit 1 |         |     |
| Chemistry Unit 2 |         |     |
| Economics        | 08/2016 | AQA |
| Economics Unit 1 |         |     |
| Economics Unit 2 |         |     |
| Mathematics      | 08/2016 | AQA |

#### GCE Advanced Subsidiary

|                    |   |         |      |
|--------------------|---|---------|------|
| Chemistry          | D | 08/2015 | AQA  |
| Chemistry Unit 1   |   | E       |      |
| Chemistry Unit 2   |   | C       |      |
| Chemistry Unit 3   |   | B       |      |
| Economics          | C | 08/2015 | AQA  |
| Economics Unit 1   |   | B       |      |
| Economics Unit 2   |   | E       |      |
| Mathematics        | A | 08/2015 | WJEC |
| Unit 1 Mathematics |   | A       |      |
| Unit 2 Mathematics |   | A       |      |
| Statistics Unit 1  |   | A       |      |

If you are re-sitting a module that was achieved at AS it is entered under GCE Advanced Level

## WRITING A PERSONAL STATEMENT

This is one of the most important elements of your application. It is imperative that you take your time over writing it and that it is your own work.

### The Basics

The personal statement is **4,000 characters /47 lines**, so ensure you leave enough time to edit your work

In its very basic form, you should discuss:

- Why you are interested in the course
- Why you think you are suitable for the course
- What skills have your current A Levels given you
- What have you done outside of the classroom to show you enjoy this subject (super - curricular)
- What do you outside of school (extra-curricular) and how does this provide you with skills

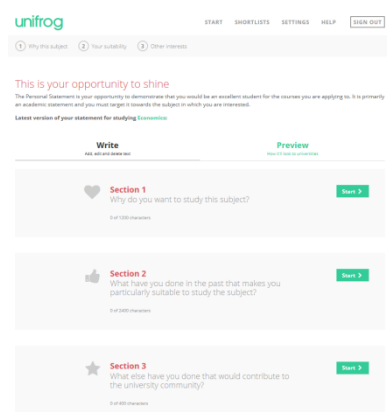
It is really important that you DON'T lie and that you DON'T copy other people's statements. UCAS have plagiarism software which means they can check if you have copied all or elements of someone else's statement.

The rest of this booklet contains:

- Guidance on the process of writing a personal statement
- Advice on preparation for writing your statement
- Questions to help you collate your ideas

There are a number of sites that you can visit to give you advice on writing a personal statement:

- **Unifrog**  
Unifrog have an inbuilt personal statement section that as a school we will be using to track you progress and complete your personal statements.

The screenshot shows the Unifrog website's personal statement section. At the top, there's a navigation bar with 'unifrog' logo, 'START', 'SHORTLISTS', 'SETTINGS', 'HELP', and a 'LOGIN/JOIN' button. Below this is a progress indicator with three steps: '1 Why this subject', '2 Your suitability', and '3 Other interests'. The main heading is 'This is your opportunity to shine', followed by a sub-heading: 'The Personal Statement is your opportunity to demonstrate that you would be an excellent student for the courses you are applying to. It is primarily an academic statement and you must target it towards the subject in which you are interested.' Below this is a link: 'Learn more about your statement for studying Economics'. The interface is split into two columns: 'Write' (with a sub-header 'Add, edit and delete text') and 'Preview' (with a sub-header 'How it will look in a statement'). The 'Write' column contains three sections: 'Section 1: Why do you want to study this subject?' (0 of 100 characters), 'Section 2: What have you done in the past that makes you particularly suitable to study the subject?' (0 of 100 characters), and 'Section 3: What else have you done that would contribute to the university community?' (0 of 100 characters). Each section has a 'Save' button.

- **UCAS**  
<https://www.ucas.com/ucas/undergraduate/apply-track/writing-personal-statement>  
On this page you will see a link to the UCAS personal statement writer; this is a really good starting point for collating your ideas.

Below are some prompt questions to get you thinking about what to include in your personal statement.

▪ **WHY DO YOU WANT TO DO THIS COURSE?**

1. What appeals to you most about the course you have chosen? Why have you chosen it?

2. Why does this subject interest you? Include evidence that you understand what's required to study the course, e.g. if applying for psychology courses, show that you know how scientific the subject is.

3. Why do you think you're suitable for the course(s)? Do you have any particular skills and experience that will help you to succeed on the course(s)?

4. Think about your current or previous studies:  
a. Are there particular elements you enjoy?  
b. Are there areas you wish to study further?



5. Do you have a career in mind? Is this connected to the course you want to study?

6. Have you taken part in any other activities that demonstrate your interest in in the course(s)?

▪ **WHERE DID YOU GO ON WORK EXPERIENCE?**

1. Include details of jobs, placements, work experience or voluntary, particularly if it's relevant to your chosen course(s).
  - a. Why did you choose to go there?
  - b. What did you learn from the experience?
  - c. Does it relate to the course you are applying for, or are there transferable skills that could help you on your chosen course?

▪ **SKILLS AND ACHIEVEMENTS**

1. List the achievements you have gained at school such as qualification, awards, certificates, etc. that you're proud of, positions of responsibility that you hold or have held both in and out of school and attributes that make you interesting, special or unique.

2. List extra-curricular activities you have been involved in, such as drama groups or sports teams, including achievements you have gained.

3. Make a list of your hobbies, interests and social activities. Then think about how they demonstrate your personality, skills and abilities. Try to link them to the skills and experience required for your course(s).

▪ **WHAT ARE YOUR GREATEST STRENGTHS AND KEY SKILLS?**

1. Don't be afraid to talk positively about yourself – this is your chance to shine!

### EXAMPLE OF PERSONAL STATEMENT: LAW

I would not necessarily say that there was one defining moment which convinced me that law was the subject that I was always destined to do. It has been a gradual realisation which has developed into a burning desire to study law.

*Explanation of where the passion for the subject has come from.*

I remember a university lecturer at **a law masterclass** I attended speaking about the influence of the law on everyday occurrences and this is something that has stuck with me ever since. I find current affairs fascinating, following all forms of news media and being an enthusiastic subscriber to the **Economist magazine**. All aspects of life have a legal aspect to **them, whether concerning a mother running away with her sick child or the crippling Greek economy**. Law is like the golden thread running through these diverse issues, therefore in order for me to fully comprehend these matters and society as a whole, I must be able to understand, interpret and apply the law.

*Examples of the super-curricular activities.*

*Shows an understanding of the course that will be studied.*

I have a specific interest in European law, particularly German law. My love of languages has been apparent ever since I had my first German lesson, and I have been lucky enough to **experience German culture whilst on trips to Munich and Berlin**. As a result of studying the rise of Nazism as part of my AS Level History course, I have become especially intrigued in how the history of Germany has shaped its legal and political structures. I think that incorporating both my interest in other European legal systems and **my ambition to expand my expertise in the German language beyond A Level** would enable me to broaden my horizons as a law student. I have gained invaluable **work experience at Eversheds LLP**, undertaking a number of legal tasks such as researching legal cases and writing case summaries to provide support and evidence for staff. I was not only adding value to their work but **learning how to enhance my legal skills**, such as **communication, problem solving** and research. My attention to detail was additionally put to good use, an essential quality of a lawyer. I also initiated further experience at a firm of solicitors specialising in family law and dealing with many more Legal Aid cases, giving me a different perspective on legal issues. It was during this week I first attended court sessions where I shadowed senior partners dealing with current childcare cases. I realised whilst reading through case files and listening to court proceedings that by practising the law, one can improve people's lives, something I value highly as a person.

*Clear linking of the A-Level studies and what skills they have allowed this student to develop.*

*Work experience mentioned but also linked to skills utilised.*

Reading the books **"What About Law?"** and **"The Life of a Law Student"** has helped me grasp a thorough understanding of the principles of studying law at university. Studying History at AS Level has also familiarised me with **the reading, analytical and reasoning skills** that I will need to employ during the

*Displays love for the subject and key skills.*

course. I have developed a keen interest in business and corporate law through studying Economics.

In recent years I have achieved my **silver Duke of Edinburgh** award and am working towards my gold award. This has **enhanced** my teamwork and leadership qualities. I have also represented my club and County in both athletics and hockey, and I am currently studying for my piano Grade 8 qualification. I mentor younger pupils in reading during free school hours and I also run the History Club for enthusiastic students like myself. This demonstrates not only my time management skills, but my commitment and dedication to my chosen areas of interest as well as my self-motivation.

*Discussing the extra-curricular successes but also linked to how that makes this student stand out from the crowd*

I have frequently been told how mentally challenging and demanding law as a subject can be, however this excites me as **I look forward to the intellectual stimulation that this course can offer me.** Getting that small taste of what studying law would be like at the masterclass has intensified my hunger for the subject and consolidated my certainty that this is what I want to do in my future, therefore I look forward to taking the next critical step towards achieving this goal.

*Final paragraph shows passion, commitment and a want to study the subject further*

## EXAMPLE OF PERSONAL STATEMENT: CHEMISTRY

Making an impact on the world is the driving force as **to why I have chosen to** study chemistry. The advances in modern chemistry has allowed us to discover more and more about the world we live in. The concepts such as fuel cells at GCSE, and catalytic converters at AS level have fed my interest in chemistry. I have **found organic chemistry particularly interesting** in sixth form. Synthetic chemistry has been my favourite topic, and I really enjoyed a recent practical lesson where we synthesised ethyl ethanoate and I am keen to further my practical skills when I attend university. Furthermore, I consider myself an environmentalist, and I like learning about renewable energy sources and methods of reducing carbon footprints. Alongside Chemistry, I study Biology and Maths. In Biology, it is very interesting applying chemical principles to life processes. **Biology is also very relevant** to my environmental interests, as I am aiming for a career where I can contribute to protecting the environment.

*Focused from the start on why this subject has been chosen*

*Focused from elements of the course and why of interest, this shows knowledge and understanding.*

*Links to other subjects and skills that have been developed*

To keep up with the fast moving pace of Chemistry, **I listen to the 'Elements' podcast** on BBC World Service, and have accessed the back catalogue of podcasts. Listening to the economic and sustainability aspects of the elements has expanded my appreciation of chemistry. Furthermore, I have read "**Periodic Tales**". **Reading around the subject has intensified my passion** to study chemistry. Both, have helped me to **clarify** my understanding, and broaden my perspective of chemistry.

*Showing wider reading and the super-curricular*

In my first year of sixth form **I spent a week at an Electron Microscopy Lab** where I was involved in the asbestos analysis of lung tissue. I sectioned, treated lung tissue with concentrated potassium hydroxide, centrifuged the sample, carbon coated it, and then used X-Ray microanalysis to determine the mineral content of the samples. The experience of a working lab was amazing.

*Work experience and showing interest in the subject beyond the classroom.*

My **Saturday job at a local pharmacy** has stimulated my desire to learn more about the underlying chemistry. I have qualified as a Health Care Assistant, and I will be moving on to a dispensing assistant course. Whilst working, I **have learnt** how to dispense prescriptions, and I have gained an understanding for specific drugs, such as atorvastatin, which lowers the levels of low-density lipoproteins in the blood. The risk of undesirable medication interactions is another aspect of the job that is critically important. Collectively, these experiences have given me an insight into the range of career prospects that a chemistry degree will offer me.

*Applying work to the course they want to undertake whilst ensuring that all things mentioned are linked to learning*

As a competitive swimmer, I train 18 hours per week. This intense regime has contributed to my **commitment, focus and mental toughness**. I have been Welsh Champion multiple times in the 200m Butterfly and have competed internationally at the UK School Games. My proudest achievement is placing sixth in the British National Championships. However, I have had to scale down my

*Extra-curricular explained alongside the skills that have been acquired*

swimming this year to focus on applying for university. **My setting of high goals carries over into my academic life**, where I always strive to improve on what I have done before.

**To broaden my life experiences**, I volunteered for the Welsh Refugee Council on a project, funded by the BBC Children in Need. We took underprivileged children on day trips or we set up places for them to come and play. This rewarding experience was very humbling. I made good use of my communication skills, as many of the children could not speak English.

*Demonstrating range of wider activities undertake and linking them to skills.*

My life experiences and personal qualities mean that I can overcome whatever obstacle is in front of me. **I look forward to fully engaging in all aspects of university**, which in turn will help me accomplish my goal of obtaining a chemistry degree, and applying it to the benefit of the environment.

*Final paragraph focuses and shows enthusiasm for the subject/course.*

## NOTES

[illegible]